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ABSTRACT

This postdoctoral fellowship report describes activities intended to develop the analysis of the concept of critical thinking. These activities included eight courses at the Berkeley campus of the University of California in logic and philosophy, as well as the presentation of two seminars on the concept of neutrality and on enumerative induction and a paper on conditional logic and primary children. The fellowship also provided opportunities for conference participation and enabled the fellow to observe at close range a pattern of university life at Berkeley which was very different from his experience at Cornell. (MBM)

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FINAL REPORT

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POSTDOCTORAL FELLOWSHIP PROGRAM IN EDUCATIONAL RESEARCH

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POSTDOCTORAL FELLOWSHIP PROGRAM IN EDUCATIONAL RESEARCH

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Urbana, Illinois 61801

December, 1970

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ACTIVITIES

This report covers the activities of Robert H. Ennis, a research fellow, who spent academic 1969-70 (September through August) attached to the Philosophy Department at the University of California at Berkeley studying philosophy of science and logic with the sponsorship of Professor Michael Scriven. This study was needed by him in order to enable him to develop further the analysis of the concept of critical thinking which has been an essential part of his research work for the past fifteen years. The year was a successful one and brought some unpredicted benefits.

Courses Taken

The following courses were taken during his four quarters of residence at the University of California, Berkeley:

<u>Instructor</u>	<u>Course Name</u>
Michael Scriven	Problems in the Philosophy of Social Science
William Craig	Mathematical Logic (two quarters)
H. P. Grice	Seminar in the Philosophy of Language
Ernest Adams	Philosophical Logic
Michael Scriven & Hubert Drufus	Computer Philosophy
Paul Feyerabend	Philosophy of Science
Michael Scriven	Philosophy of Social Science
Ernest Adams	Philosophy of Science

Presentations and Papers

During his stay in Berkeley Ennis gave two seminars at Stanford, one on the concept of neutrality and the other on enumerative induction. He gave one seminar in the Department of Higher Education at Berkeley on the concept of neutrality.

He wrote and presented a paper entitled "Conditional Logic and Primary Children" at the Minnesota meeting of the American Educational Research Association. He has since revised this and submitted it to the journal, Interchange, which has accepted it for publication.

He was a discussant at the ETS invitational conference in New York in November 1969 and his remarks at that conference have since been published in Proceedings of the 1969 Invitational Conference on Testing Problems. (Princeton New Jersey: Educational Testing Service, 1969, pp. 115-117). He prepared a paper on enumerative induction, which is a continuation of his discussion of the topic with Gilbert Herman (Journal of Philosophy, Sept. 18, 1968). Ennis presented this response to the above-mentioned seminar at Stanford, but has not yet submitted it for publication.

In May, 1970, Ennis participated in a three-day invitational conference on the redirection of philosophy of education held at the Ontario Institute for the Study of Education in Toronto. At that conference he presented a paper entitled "The Redirection of Philosophy of Education," which he has since revised and published under the title, "Can Philosophy of Education Be Relevant?" (Educational Theory, Fall, 1970, pp. 337-344).

Additional Activities

During this fellowship period Ennis had the opportunity to read a number of books in the area of philosophy of science and logic and was given the opportunity to see at close range the operation of a different sort of view of university life (that in Berkeley, California) than that to which he had been accustomed at Cornell University. This later experience affected and tempered his views about the relevancy of educational research and educational philosophy, resulting in the reshaping of the ideas presented in the above-mentioned article, "Can Philosophy of Education Be Relevant?"

Recommendations

Ennis strongly recommends the continuation of this valuable program, which gave him a much-needed opportunity to look broadly at basic educational questions from a different point of view, and to read intensively in an area which was essential for the continued development of his research work in critical thinking. He recommends further that it continue to be essentially a no-strings-attached program which places its faith in the integrity of the individual selected. Lastly he recommends that the host institution not be burdened with the problem of preparing a proposal on behalf of the fellow. Such a responsibility rightly belongs on the shoulders of the selected fellow.

Ennis is grateful to the Bureau of Research and its understanding personnel, to his sponsor, Michael Scriven, and to the Berkeley Philosophy Department for their part in making this great opportunity possible.